DOCUMENT RESUME

ED 076 718 UD 013 486

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TITLE	The Assessment of Ethnic Group Self-Concept.
INSTITUTION	San Francisco Unified School District, Calif.
PUB DATE	73
NOTE	27p.; Paper presented at the American Educational Research Association annual meeting, New Orleans, La., 1973
EDRS PRICE	MF-$0.65 HC-$3.29
DESCRIPTORS	Classroom Environment; Data Analysis; Elementary Grades; *Majority Attitudes; *Minority Groups; *Research Methodology; School Integration; *Self Concept; Self Concept Tests; *Semantic Differential; Urban Schools

ABSTRACT

To determine the status of ethnic groups' self-concepts in a desegregated integrated urban school, a pictorial semantic differential instrument which measures self-concept was given to a quota sample of intermediate classes (4-6 grades). One hundred and fifty-nine children were sampled representing black, Asian and white ethnic groups. Self-concept scores across groups, grades, and classroom environments were examined. No significant differences were found across ethnic groups or grades within the five concepts utilized on the instrument. All ethnic groups ranked the five concepts in the following order from high to low: me when I grow up; feelings about self; skin color; how children feel about me; school. A significant difference was found at the .05 level between open and standard classrooms on the concept "how children feel about me," open classrooms having a more positive mean value on this concept. It has been recommended to the school that programs be initiated to change the children's concept toward the school environment and that the concept "school" be utilized as a pre-test and post-test measurement for any school improvements undertaken. It was also suggested that the school further investigate the open classroom environment for its social effects upon children. (Author)

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American Educational Research Association
New Orleans, 1973 Annual Meeting

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THE ASSESSMENT OF ETHNIC GROUP SELF-CONCEPT

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I. REVIEW OF THE LITERATURE

Recently, investigators have turned their attention to the self-concept of the Black student in school settings composed of different ratios of Black students. The results of this research have been highly inconsistent. Some studies have found no difference between the self-concepts of Black children in segregated vs. integrated schools while other findings support segregated (Gottlieb, 1964) or integrated (Caplan, 1966) school settings.

Coleman (1966) postulates that when Black pupils become part of an integrated school system their self-concepts diminish. Martin (1972) found that Black male inner-city students who attended segregated high schools had a higher self-concept than those in multiethnic schools. Both studies seem to indicate that self-concept is adversely affected in multiethnic settings. After three years of integration in Riverside, California, Purl and Curtis (1970) found that Black and La Raza children had more negative self-concepts and did not believe they were as well liked by others. Regardless of ethnic group, females choose white male pictures as happier, Black male pictures as less happy. Picture selections suggest that Black pupils in the primary grades have a negative self-image while white pupils in the primary grades have a tendency toward ethnocentrism. An examination of grade effects suggests a trend toward a more positive perception of Black pupils from second to third grades. Incidently, Black and La Raza children in the study did not like school as well as Anglo children.

Most recent research data tends to shed doubt upon the proposition that ethnic minority groups report negative self-concepts; this seems to be relatively independent of the type of measure used.*

Soares and Soares (1969) attempted to confirm or deny the majority of the research on the dispossessed on their lower or impaired self-concepts (Kohn, 1959; Coleman, 1966; Levine, 1968). In urban elementary schools, 514 students (grades 4-8), were tested on a self-perception instrument which measured self-concept, ideal concept, reflected self in the eyes of classmates, reflected self in the eyes of the teacher and reflected self in the eyes of the parent. They found that dispossessed children not only had positive self-perceptions, but they were higher than those of so-called "advantaged" children. Similar findings are reported from a study by Trowbridge (1970) in which self-concepts between dispossessed and middle-class status elementary students were investigated using Coopersmith's Self-Esteem Inventory with 64 classrooms. The study showed that culturally dispossessed students have higher self-concepts than "advantaged" children and that there were no significant differences by grade level. Soares and Soares (1969), unable to confirm that "disadvantaged" students had low self-concepts, hypothesized that the apparent lack of congruence between self-image

UD 013486

*Krenkel (1971) noted that there exists a ferment of confusion around the issue that minority groups possess deflated or negative self-concepts. He notes that the rationales, instrumentation and research methodology varies with each person undertaking self-concept research.

and environmental endowment may be explained by the fact that dispossessed children are exposed only to other dispossessed people in their daily activities.*

Zirkel (1971) reviewed several studies which indicated that differences between reported self-concepts of Black subjects and white subjects disappeared when socio-economic class status was taken into account. Powers (1971) showed that Blacks, tested on Soares and Soares Inventory were not significantly lower on any of the self-perception scales, and in fact were significantly higher than non-Jewish whites in self-image. Zirkel and Moses (1971) reported Black and Caucasian means to be equal, based on data from 5th and 6th grade pupils in a Connecticut city. Del Blassie and Healy's data (1970) from Anglo, Black, and Spanish-American 9th grade pupils in the Southwest disclosed similar self-concepts across ethnic groups and across socio-economic level. Gaston (1972) found in a sample of Job Corps women students (Chronological age from 16 to 23) that although her groups fell below national norms on the Tennessee Self-Concept Scale, her Black females were significantly higher than Spanish-American and Caucasians. Kennedy (1969) administered the 16 PF scales to Indian and non-Indian college students. Only one of 16 comparisons was different, suggesting no real differences in self-concept between these two groups. Cox (1972) postulates that in a period of rising ethnic pride one might not expect minority group children's self-concepts to be deflated.

Cooper (1972) using a semantic differential instrument examined high schools in rural New Mexico on several concepts among which were included, "Me," "Me as a student," and attitudes toward own ethnic group. The findings were similar for all three concepts, although a distinct trend showed that the concept, "Me as a student" was rated less favorably among all four ethnic groups, "Me" was second, and most favorable ratings were given by members of each group to their own group. The data suggest that all four groups possess favorable perceptions of their own groups - Blacks the highest and Anglos the lowest. But all four groups (Anglo, La Raza, Indian, and Black) reported favorable perceptions of themselves. The notion that ethnic minority groups possess damaged self-concepts in relation to majority groups failed to receive support from the data. Incidentally, the school was seen less favorably by all four groups.

Hodgkins and Stakenas (1969) using a semantic differential self-concept measurement with white and Black high school and college age students found that Blacks scored significantly higher than whites on self-adjustment and self-assurance in school.

*Pierce (1970) would consider such a hypothesis a reflection of the white researcher's bias toward his perception of "disadvantaged" children. The criteria for a high or low self-concept is defined by the white man's culture. There is a need to recognize the majority group's perceptions (biases) and minority group's notion of its circumstance. There is a need to encompass more than the white view of defining minority problems. Banks and Grambs (1972) state that white oriented social scientists are endeavoring to prove that Black persons' lack of success in America is due to their negative self-concept rather than to the racist nature of society and its exclusionary institutions and methods. Stone (1972) states that the humanism of Black concepts into the epistemology of education has never occurred.

Douglas (1971) attempted to determine the nature and distribution of the self-concept of inner-city Black and Caucasian junior high school students using Coopersmith's Self-Esteem Inventory. The results showed that Black subjects had self-concepts which were no better or worse than those of their Caucasian peers.

II. PURPOSE OF STUDY

One of the reasons it was deemed important to investigate the self-concepts of children, is the emphasis that both parents and school staff place on the importance that the enhancement of self-concept should be an instructional goal in the schools. Reasoner (undated) found that parents (N=2159) ranked self-concept as 2nd, with the goal of reading comprehension taking first place. A socio-economic breakdown revealed that both lower socioeconomic parents and upper income parents ranked self-concept third in importance, while middle-income parents ranked it first. The staff in 42 schools (N=747) ranked self-concept as a number one priority in instruction.

The main purpose in this study of measuring ethnic group self-concepts was to determine where minority groups' self-concepts stood in relation to the majority group in a desegregated/integrated urban elementary school using a pictorial semantic differential instrument. The purpose of using the semantic differential was to obtain an objective, quantitative index of meaning (Osgood, Suci and Tannenbaum, 1957). Attitudes in the school systems can only be fully investigated when appropriate instrumentation is available. The semantic differential appeared to be a most promising technique. The technique can provide data for program evaluation studies in which student attitudes are a variable to be examined.

It was hypothesized that there was no mean difference among various ethnic groups on each of the five concepts measured on the instrument (school, feelings about myself, me when I grow up, my skin color and how children feel about me).

In that a quota sample was obtained for the study balanced by grade level, ethnic and sex designation of teacher, and classroom environment (open vs. standard), the differences between means among the classroom environments and the grade levels were also examined.

III. PROCEDURE

Instrument

Self-concept is operationally defined in this study as the way a child reports himself on various concepts; me when I grow up, feelings about self, skin color, how children feel about me, and school; all concepts are shown on a semantic differential instrument. The study or instrument does not pretend to cover the totality of self-concept.

Viewing the individual from his own self-perceptions is a perceptual or phenomenological approach. Phenomenology holds that the reality lies in the individual's experience of the event. The perception of the event is determined largely by the individual's self-concept. The self-concept influences the roles that individuals fulfull in their various life situations. A person learns about himself through success or failure and from reactions of others.

There are, however, other definitions of self-concept which utilize inference from behavior or from projective techniques. There is considerable debate about self-report as a legitimate means of measuring self-concept as opposed to projective techniques on the one hand, and observed behavior on the other.

Cronbach (1960) says it is more reasonable to interpret self-report as a statement of the subject's public self-concept than as a statement of his typical behavior or of his private self-concept.

The truthfulness of self-report is to some degree a function of the test instructions and the nature of the items asked (e.g., items reflecting a cultural bias). But Allport (1961) has stated that self rating is the most direct method of obtaining quantitative self-appraisal, although he also points out one important problem; the tendency of people to over-evaluate themselves.

All self-report measures have certain inherent weaknesses. The respondent may answer as he believes the examiner wishes; he may simply respond off-the-cuff, or he may lack a standard of comparison. Another complication arises in that he may not understand the words or may assign different meanings to the words. Because students in an urban desegregated setting are from such varied backgrounds and possess such varying reading skills, it was felt that the pictorial format would be an easier and more ego-involving task than adjective opposites on a verbal semantic differential instrument.

Concepts. The universe sampled in the self-concept insturment consists of concepts reflecting the concerns that children have about themselves. These concepts as categorized in Table 6 appear in Jersild's (1952) collection of children's statements about what they liked and disliked about themselves and in a study by Piers (1969).

TABLE I

RELATIONSHIP TO RESEARCH
OF CONCEPTS USED IN INSTRUMENT

Concept Used in Instrument	Piers Categories	Jersild's Categories
feelings about self	Happiness and Satisfaction	Just Me
me when I grow up	Intelligence and School Status	Intellectual Ability
how others feel about me	Popularity	Personality
my skin color	Physical Appearance	Physical Characteristics
school	Happiness	Attitudes Toward School

Scales. Pictorial scales have been developed both by Osgood (1960), Helper (1965, 1970, 1971), and Cox and Schummers (1972). Using Cox and Schummer's instrument, a shorter form (elimination of some concepts) was devised for this study. Self-report inventories are subject to distortion. Cronbach (1960) has pointed out the effect of response styles. With children the desire to look good is fairly strong. Their responses might reflect how they have been told they should feel. To account for possible biasing effects of acquiescence on the test, the scales were alternated with respect to theoretical dimensionality. Nine pictorial scales, made into slides, were used for each of the five concepts. Each slide consisted of five representations (five-point scale) of an object, person, or animal which varied systematically in a way designed to elicit successive degrees of an affective response. A five-point scale was selected since preliminary research indicates that children fail to use some of the degrees on a seven point scale (Long et al, 1968; Maltz, 1963). All slides were in color and constructed with the specification that either direct or oblique racial or ethnic characteristics be omitted. On the answer sheets were drawn brief schematic pictures representing the five steps of each of the scales (see Appendix). Each child had his own answer booklet with one of the five concepts typed on the top of the page, and the nine schematic scales below.

Since its development by Osgood, the semantic differential has been used in a wide variety of studies and in many different cultures and language groups. The technique has great flexibility, but scales appropriate for school children needed to be used. Selection of adjectives needed to be extensively used by children with opposites that they could perceive.

At the present time, only a small number of studies have been reported using the semantic differential with children. Most of these employ the scales developed for adults (Ervin and Foster, 1960; Long, Henderson and Liller, 1968; Maltz, 1963; Small, 1957). It is questionable whether they are valid for children whose reading and vocabulary level is considerably below that of adults. It has been contended by McNamara, Ayrer and Farber (1972) that scales used in semantic differential instruments not developed for elementary school children might lead to an increase in error variance since the scales would not be typical language patterns.

The first series of studies which attempted to establish a set of scales valid for children was by DiVesta (1964, 1965 and 1966). His scales were not necessarily polar opposites, and they were not used as modifiers to make judgements or ratings.

There is evidence from sociolinguists (Bernstein, 1965, 1971; Robinson and Creed, 1968; Lawton, 1963; Raph, 1967) who indicate that lower socioeconomic children have a language that differs from middle socioeconomic children of the same age. Middle class status speakers have an elaborated language code, while lower class status speakers have a restricted code with a limited and rigid use of adjectives and adverbs. DiVesta (1965, 1966) developed scales on a sample of suburban middle socioeconomic elementary school children.

Although the city school population was varied where this study was done, it was primarily comprised of lower socioeconomic status, thus many of the scales used were based on language patterns of this population (Cox, 1972; McNamara, Ayrer and Farber, 1972; Lynch and Cochran, 1972.) Table 2 lists each pictorial scale, its description, its intended adjective, and its researchers.

TABLE II

PICTORIAL SCALES FOR EACH CONCEPT
OF THE SEMANTIC DIFFERENTIAL

Name of Scale	Description	Intended Adjective/Researcher
1. Balls	Balls ranging from small to large.	small/large (McNamara, Ayrer and Farber; Osgood)
2. Ice	Ice cubes in process of melting, to water boiling.	cold/hot (McNamara, Ayrer and Farber; DiVesta; Osgood)
3. Ice cream cones	Ice cream cones ranging from melting & dripping to firm and neat.	messy/neat (Lynch and Cochran)
4. Weightlifters	Weightlifters showing man upright, holding weights over head, ranging to man bent over, holding weights near ankles.	strong/weak (McNamara, Ayrer and Farber; DiVesta; Lynch and Cochran; Osgood)
5. Animals	Animals depicting snail, cow, dog, horse and cheetah in process of movement.	slow/fast (McNamara, Ayrer and Farber; DiVesta; Lynch and Cochran; Osgood)
6. Cars	Cars showing increasing dilapidation and oldness.	new/old (McNamara, Ayrer and Farber; DiVesta)
7. Thermometers	Thermometers showing low to high levels of mercury.	low/high (McNamara, Ayrer and Farber; Osgood)
8. Water Glasses	Glasses of water varying from empty to full.	empty/full (Osgood)
9. Plants	Plants changing from drooping, dead, to upright, flowering and alive.	dead/alive (Helper)

Various researchers (Helper, 1966; McNamara, Ayrer and Farber, 1972; DiVesta, 1966; Lynch and Cochran, 1972) have found differing factors from the same scales. This test instrument is not analyzed by factors, for independent factorial studies of the scales on this instrument for this population have not yet been done.

Validity. Although the APA (1954) has recommended that validity be obtained in four areas (content, predictive, concurrent, and construct), the instrument possessed sufficient evidence of both construct and content validity to warrent its use. The validity of a test is the degree to which a test "measures" what it is designed to measure. The construct validity of a test is the extent to which the test may be said to measure a "theoretical construct" or trait. It is an analysis of the meaning of test scores in terms of psychological concepts. Cronbach calls attention to this lack of construct validity on most self-concept instruments. To remedy this, the items were examined and the test was administered to two third grade classes and two sixth grade classes in other schools (Cox, 1972). The seventy five children in these four classes were shown only the nine pictorial slides, not the concepts, and were requested to write what words, feelings, or opposite adjectives the pictures reminded them of. Results of this validation study indicated a mean percentage of 80%; that is, children answered with the appropriate adjectives to the pictures the great majority of the time. Helper (1970) had also found some assurance that verbal polarities had valid counterparts in pictorial scales.

Logical validity, which is synonymous to content validity, is considered a more appropriate concept for this instrument. There was a high degree of logical validity evidenced by inter-judge agreement and careful procedures in item and concept construction. An attempt was made at the outset to build content validity into the instrument by defining the universe to be measured as the areas about which children have shown differentiation.

Reliability. In investigating reliability, a test-retest coefficient was obtained. Test-retest or temporal stability is one form of reliability. One is asking whether a child's profile upon retest resembles his original profile. Is the instrument consistent in assessing what it is intended to assess? An appreciable error variance in a coefficient of correlation could be the result of personality change rather than an inconsistent instrument. It is imperative that the test-retest be done in a short time interval. The longer the period of time between test and retest experiences, the greater the possible contamination of the derived bivariate distribution correlation coefficient due to the inherent dynamics and change in personality itself. The critical temporal period should be set for a short duration. Unfortunately, the test-retest time interval for this instrument was approximately eight weeks.

Test-retest reliability coefficients which are calculated on several grades can be expected to be higher. Thus, coefficients were obtained for one third grade and one sixth grade for each concept, and were analyzed separately by grade level. The resulting test-retest distributions were subjected to analysis with a Pearson product-moment coefficient of correlation. Table 3 reports the results of this analysis:

TABLE III

TEST-RETEST RELIABILITY COEFFICIENTS
FOR EACH CONCEPT BY GRADE LEVEL

S=Significance at .01-.10

GRADE	how children feel about me	my skin color	school	feelings about myself	me when I grow up
GRADE 3	.34	S .43	-.02	S .55	.14
GRADE 6	.33	S .61	S .77	.37	.31

Considering the long time span between test-retest, the instrument possessed sufficient reliability to be used for group administration and interpretation for grades 4-6, but not individual diagnosis since the reliability coefficients should be over .90 for this purpose. One should note, though, the non-significant coefficients, particularly the concepts school and me when I grow up for grade 3.

Design

Sample. A quota sampling of 4th, 5th and 6th graders was utilized for this study (N=159). These classrooms represented a 26% sampling of the school. The sample was balanced for grades, ethnic and sex designations of teachers and classroom environment (open vs. standard classrooms). The sample represented Black, Asian, and white ethnic groups; white included Spanish-Surname, Asian included Filipino and American Indian. (These groups were combined with the majority groups in that their N's were too small to put to statistical analysis.)

Administration. The test was administered as a group test in each classroom by a research assistant. Each concept was read aloud by the administrator and the slides were projected one at a time on a screen in front of the class. The children were instructed to encircle one of the five variations that best expressed their feelings about the concepts.

Analysis. Each subject's choice was transcribed into a numerical rating, ranging from one to five, with five being the most favorable selection. Mean scores were obtained for each of the five concepts for each ethnic group, each grade level, and each classroom environment (open vs. standard). Students were requested to place their names on their test booklet. Class lists previously coded for ethnic group identification were used to assign ethnic groupings to each child.

Since self-concept is not necessarily a unitary trait, and children may have several concepts of themselves, no overall self-concept scores were computed.

IV. RESULTS

Ethnic Groups

In Table 4 one can examine the mean values obtained for each ethnic group (white, Black, Asian) on each of the five concepts.

TABLE IV.

ETHNIC GROUP MEAN VALUES ON EACH OF FIVE CONCEPTS

ETHNIC GROUP & NO. OF SUBJECTS	how children feel about me	my skin color	school	feelings about myself	me when I grow up
WHITE (N=58)	3.4	3.6	2.6	3.9	4.2
BLACK (N=39)	3.4	3.7	2.4	3.9	4.1
ASIAN (N=62)	3.5	3.8	2.4	3.9	4.0

Tests of significance (t tests) were performed between mean values for various ethnic groups within each concept. Table 5 shows that there were no significant differences among any ethnic group on any of the five concepts.

TABLE V

OUTCOME OF TESTS OF SIGNIFICANCE BETWEEN EACH ETHNIC GROUP WITHIN EACH CONCEPT

Hypothesis No.	Ethnic Group	Concept	H_o
1	White-Asian	me when I grow up	Fail to reject
2	White-Black	"	"
3	Black-Asian	"	"
4	White-Asian	feelings about self	Fail to reject
5.	White-Black	"	"
6	Black-Asian	"	"

TABLE V (continued)

7	White-Asian	my skin color	Fail to reject
8	White-Black	"	"
9	Black-Asian	"	"
10	White-Asian	how children feel about me	Fail to reject
11	White-Black	"	"
12	Black-Asian	"	"
13	White-Asian	school	Fail to reject
14	White-Black	"	"
15	Black-Asian	"	"

Table 6 shows the rank order for all ethnic groups for each concept with the number one rank being the highest mean value or more positive response.

TABLE VI

RANK ORDER OF CONCEPTS BY
ALL ETHNIC GROUPS (N=159)

Rank	Concept
1	me when I grow up
2	feelings about self
3	my skin color
4	how children feel about me
5	school

Grade Level

Table 7 examines the mean values obtained for each grade level (4th, 5th and 6th) on each of the five concepts.

TABLE VII

GRADE LEVEL MEAN VALUES ON EACH OF FIVE CONCEPTS

GRADE & NO. OF SUBJECTS	how children feel about me	my skin color	school	feelings about myself	me when I grow up
4 (N=51)	4.3	4.2	3.6	3.2	2.7
5 (N=59)	3.8	4.1	3.8	3.3	2.3
6 (N=52)	3.8	3.7	4.0	3.3	2.7

No significant differences were found between any grade level within any concept. A t test for significance between mean values was utilized for each comparison. (Table 8)

TABLE VIII

OUTCOME OF TESTS OF SIGNIFICANCE BETWEEN EACH GRADE LEVEL WITHIN EACH CONCEPT

Hypothesis	Grade level	Concept	H_o
1	4-5	me when I grow up	Fail to reject
2	4-6	"	"
3	5-6	"	"

TABLE VIII (continued)

4	4-5	feelings about self	Fail to reject
5	4-6	"	"
6	5-6	"	"
7	4-5	my skin color	Fail to reject
8	4-6	"	"
9	5-6	"	"
10	4-5	how children feel about me	Fail to reject
11	4-6	"	"
12	5-6	"	"
13	4-5	school	Fail to reject
14	4-6	"	"
15	5-6	"	"

Table 9 shows the rank order for each grade level of each of the five concepts, the first (number one) representing the most favorable.

TABLE IX

RANK ORDER OF CONCEPTS
BY EACH GRADE LEVEL

Rank	Concept	Rank	Concept	Rank	Concept
1	feelings about self	1	me when I grow up	1	my skin color
2	me when I grow up	1.5	feelings about self	2	feelings about self

TABLE IX (continued)

3	my skin color	1.5	my skin color	3	me when I grow up
4	how children feel about me	4	how children feel about me	4	how children feel about me
5	school	5	school	5	school

Classroom Environment

Table 10 examines the mean values obtained for the three open vs. the three standard classrooms on each of the five concepts.

TABLE X

CLASSROOM ENVIRONMENT
MEAN VALUES ON EACH OF THE CONCEPTS

Classroom	feelings about self	me when I grow up	my skin color	how children feel about me	school
Standard (N=80)	4.0	4.1	3.7	3.3	2 8
Standard (N=82)	4.0	3.8	4.1	3.9	2.7

Only one significant difference was found between environments among any concept. A t test for significance was used for each concept. (Table 11)

TABLE XI

OUTCOMES OF TESTS OF SIGNIFICANCE
BETWEEN CLASSROOM ENVIRONMENTS FOR EACH CONCEPT

Hypothesis	Environment	Concept	H_o
1	S-O	feelings about self	Fail to reject

TABLE XI (continued)

2	S-O	me when I grow up	Fail to reject
3	S-O	my skin color	Fail to reject
4	S-O	how children feel about me	Reject
5	S-O	school	Fail to reject

S=Standard Classroom
O=Open Classroom

Table 12 shows the rank order for each classroom environment on each of the five concepts.

TABLE XII

RANK ORDER OF CONCEPTS
BY CLASSROOM ENVIRONMENT

Standard Classroom (N=80)		Open Classroom (N=82)	
Rank	Concept	Rank	Concept
1	me when I grow up	1	my skin color
2	feelings about self	2	feelings about self
3	my skin color	3	how children feel about me
4	how children feel about me	4	me when I grow up
5	school	5	school

V. DISCUSSION

The only significant difference that occurred from all of the comparisons among concepts for each group (ethnic groups, grade level, classroom environment) pertained to classroom environment on the concept "how children feel about me." Children in the open classroom scored more positively on this concept than those in the standard classroom. This may be interpreted in light of the opportunity for increased interaction and increased oral communication which are known to increase liking behaviors (Johnson and Bany, 1970).*

*It is postulated that frequency of interaction increases liking (Cartwright and Zander, 1968).

School was seen less favorably by all ethnic groups, an aspect in keeping with other researchers' findings (Furl and Curtis, 1970; Cooper, 1972).

The semantic differential instrument used in this study was developed primarily for research. Longer term studies are recommended. It is unwise to assume that any special group will necessarily show differences in mean self-concept in light of the present confusion on self-concept research. Very high scores for individuals might indicate either defensiveness or high self-esteem; very low scores might suggest that confirmation is in order for need of help. Low scores should be attended to, but should be considered tentative and not made a part of the child's permanent record. Comparisons should not be made between individual children.

A factor analysis of scales is necessary. If the desired index of meaning of the concept is to be of any value it must reflect the score of that group on all of the basic dimensions of meaning. The rating of the scales should be summed across concepts and the mean values for each scale intercorrelated. The results of the intercorrelation may then be factor analyzed to obtain fundamental factors. Factors should be examined for ontogenetic differences (across grade level), for sex and for ethnic groups. It is felt that more study is needed on the psychometric properties of the test, particularly another reliability test-retest coefficient done within a shorter period of time and with a larger N. In addition, examination on the relationship between attitudes and school performance, examination of possible socioeconomic group's score differentiation, and examination of the effect of social desirability on response patterns should be made.

VI. SUMMARY/RECOMMENDATIONS

To determine the status of ethnic groups' self-concepts in a desegregated/integrated urban school, a pictorial semantic differential instrument which measures self-concept was given to a quota sample of intermediate classes (4-6 grades). 159 children were sampled representing Black, Asian and white ethnic groups. Self-concept scores across groups, grades and classroom environments were examined. No significant differences were found across ethnic groups or grades within the five concepts utilized on the instrument. All ethnic groups ranked the five concepts in the following order from high to low: me when I grow up; feelings about self; skin color; how children feel about me; school. A significant difference was found at the .05 level between open and standard classrooms on the concept "how children feel about me," open classrooms having a more positive mean value on this concept.

The researcher had recommended to the school that programs be initiated to change the children's concept toward the school environment and that the concept "school" be utilized as a pre-test and post-test measurement for any school improvements undertaken. It was also suggested that the school further investigate the open classroom environment for its social effects upon children.

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SELF-CONCEPT

Your Name: _____ Teacher: _____

School: _____

Grade: _____

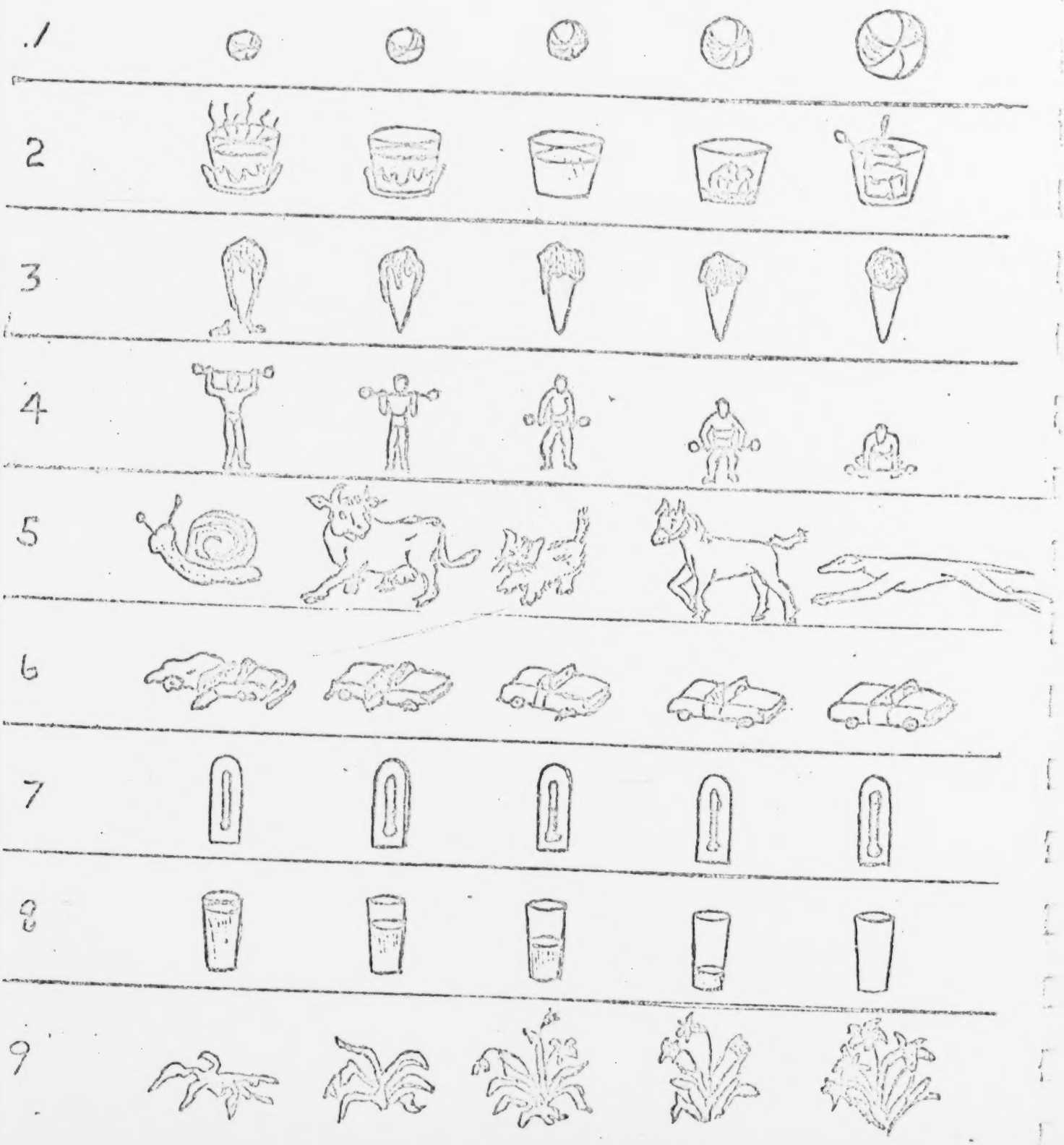
Boy: _____

Girl: _____

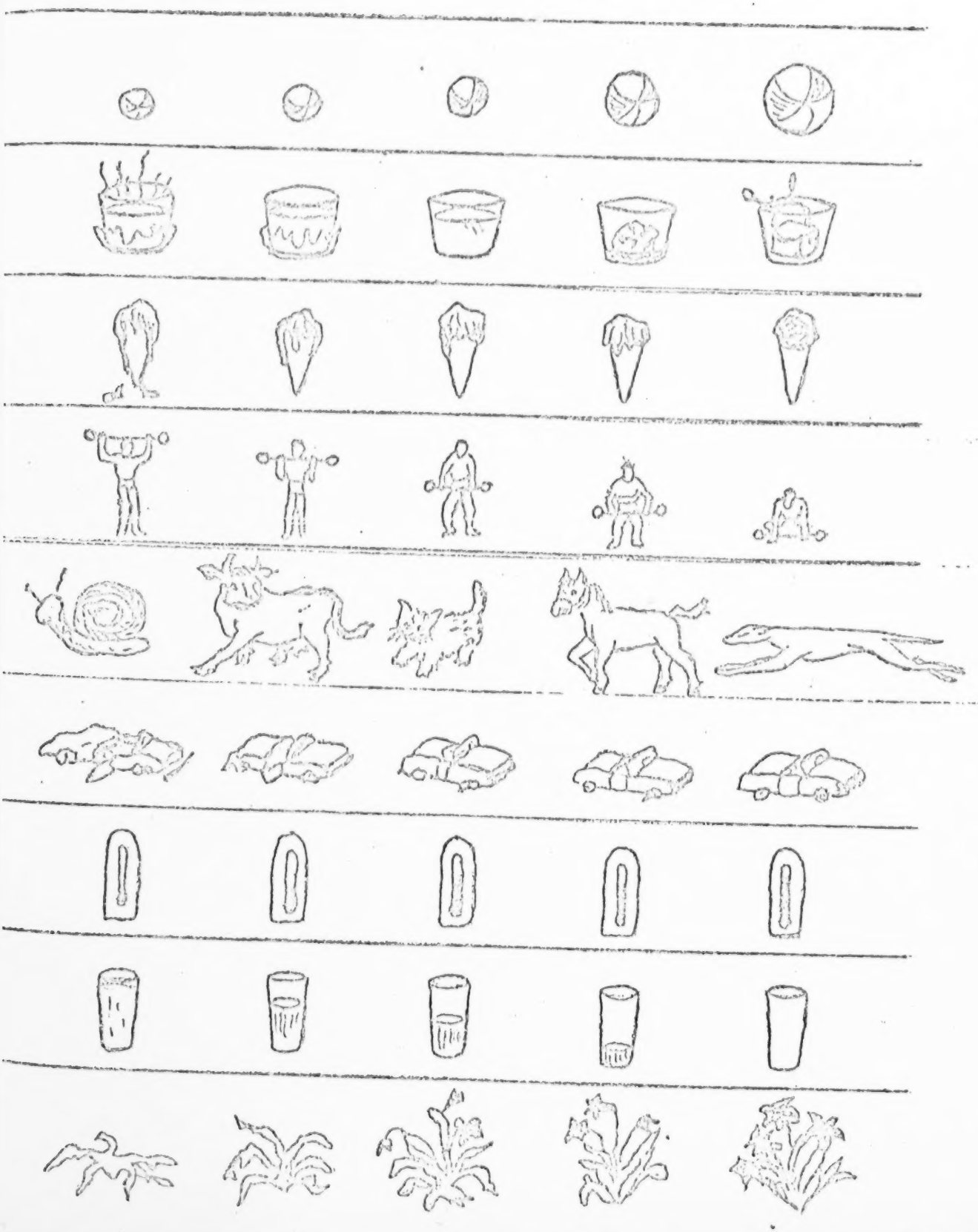
EXAMPLE

How I run

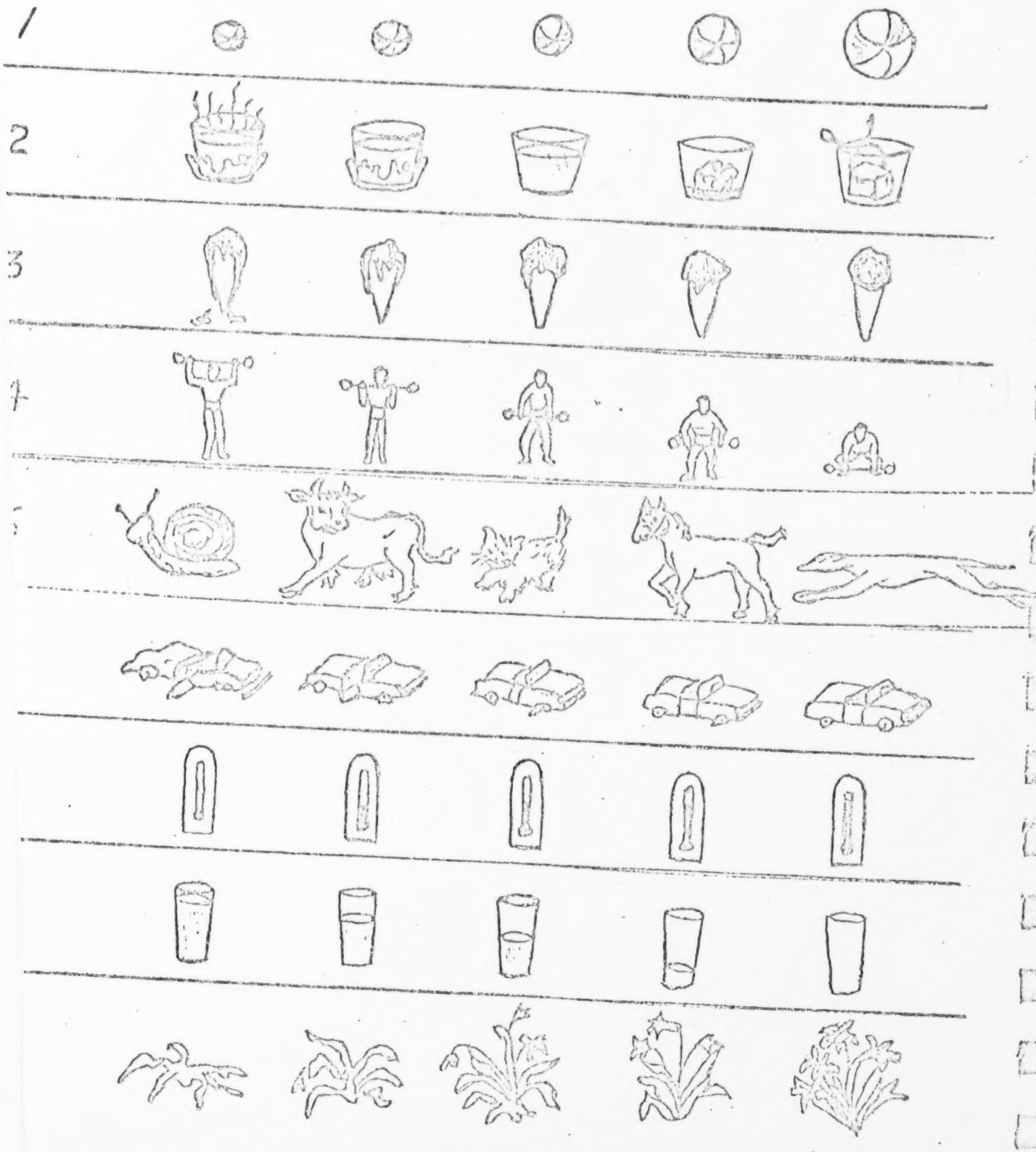
FEELINGS ABOUT MYSELF



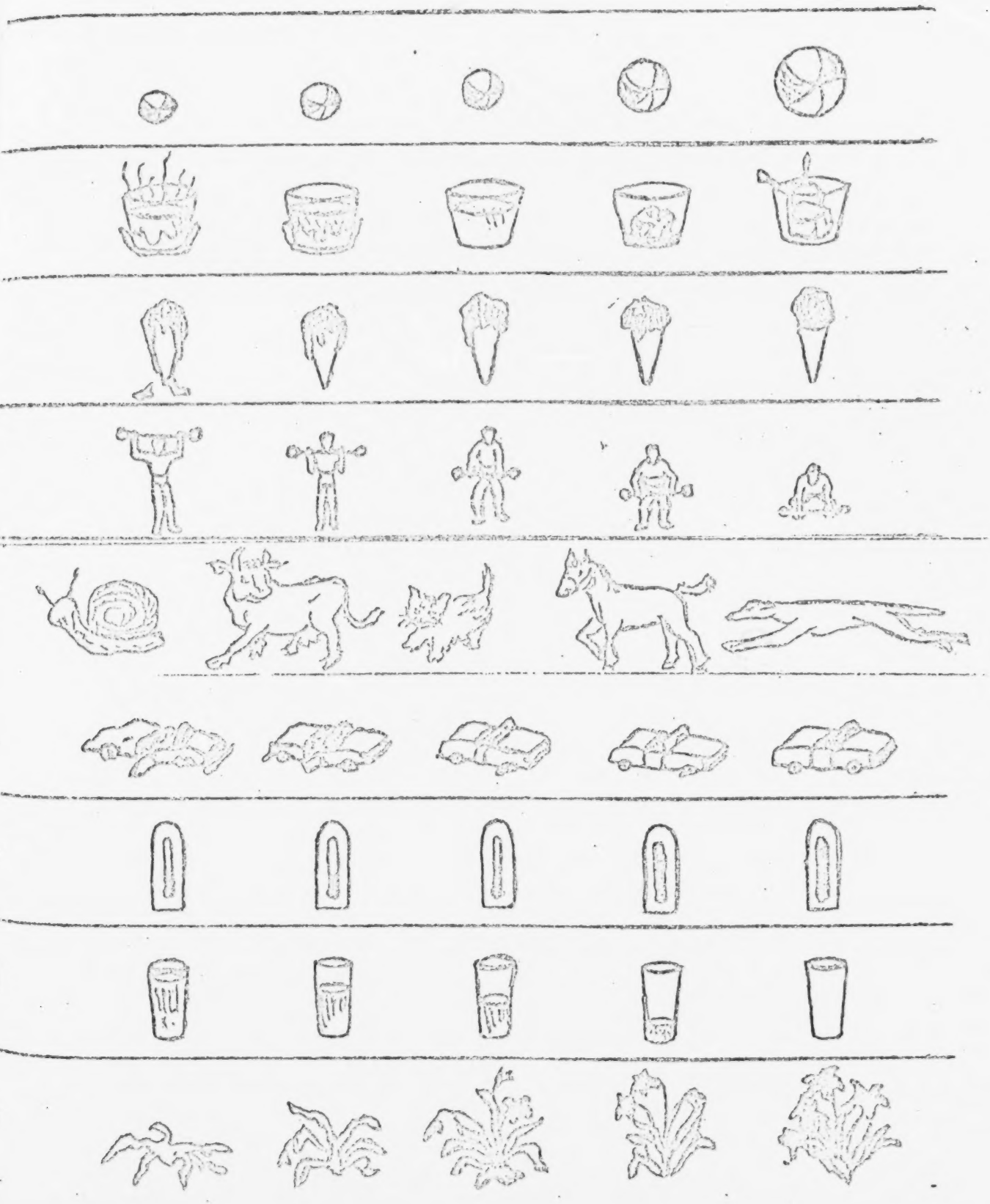
MY LEARNING IN SCHOOL



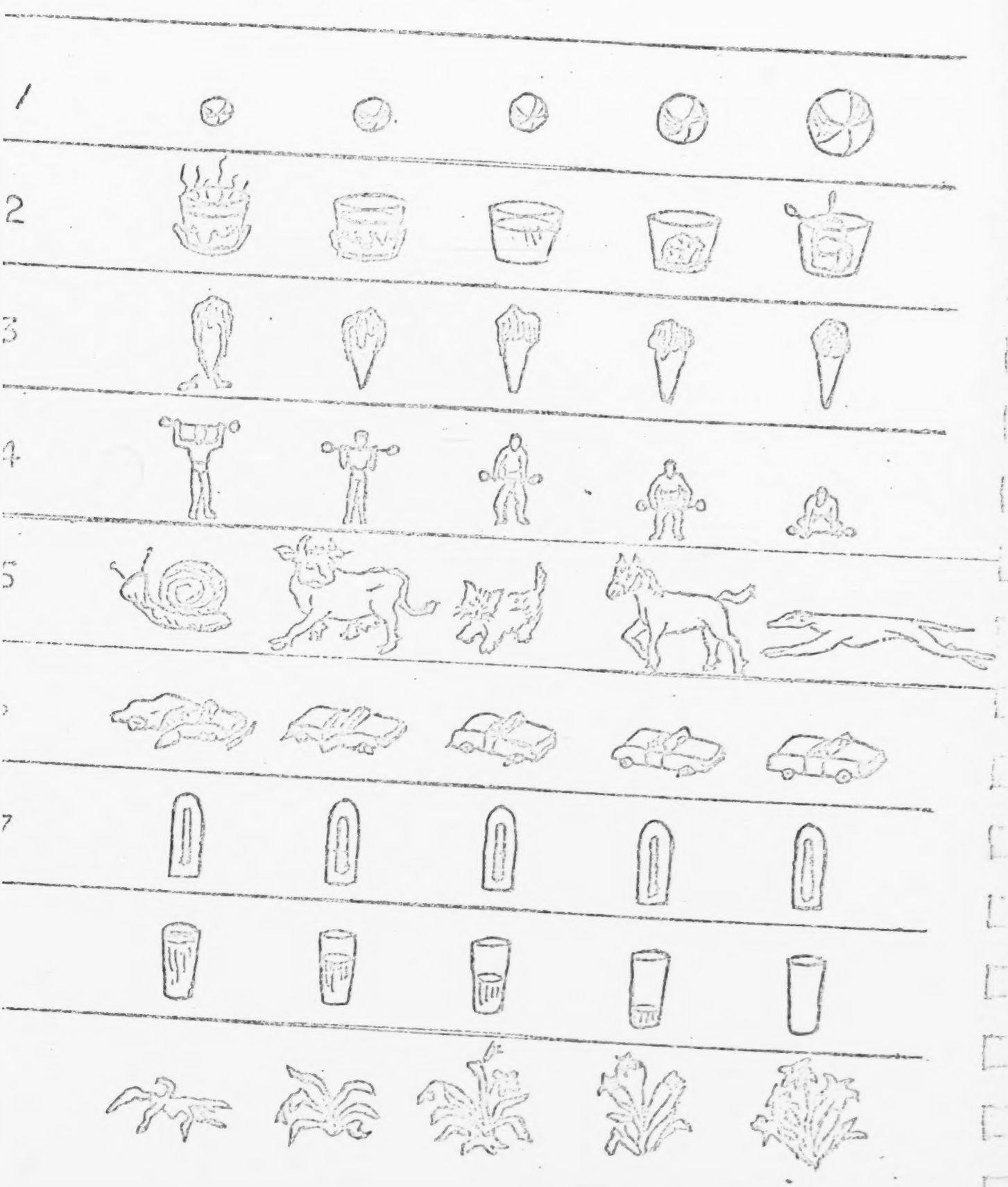
HOW MY TEACHER FEELS ABOUT ME



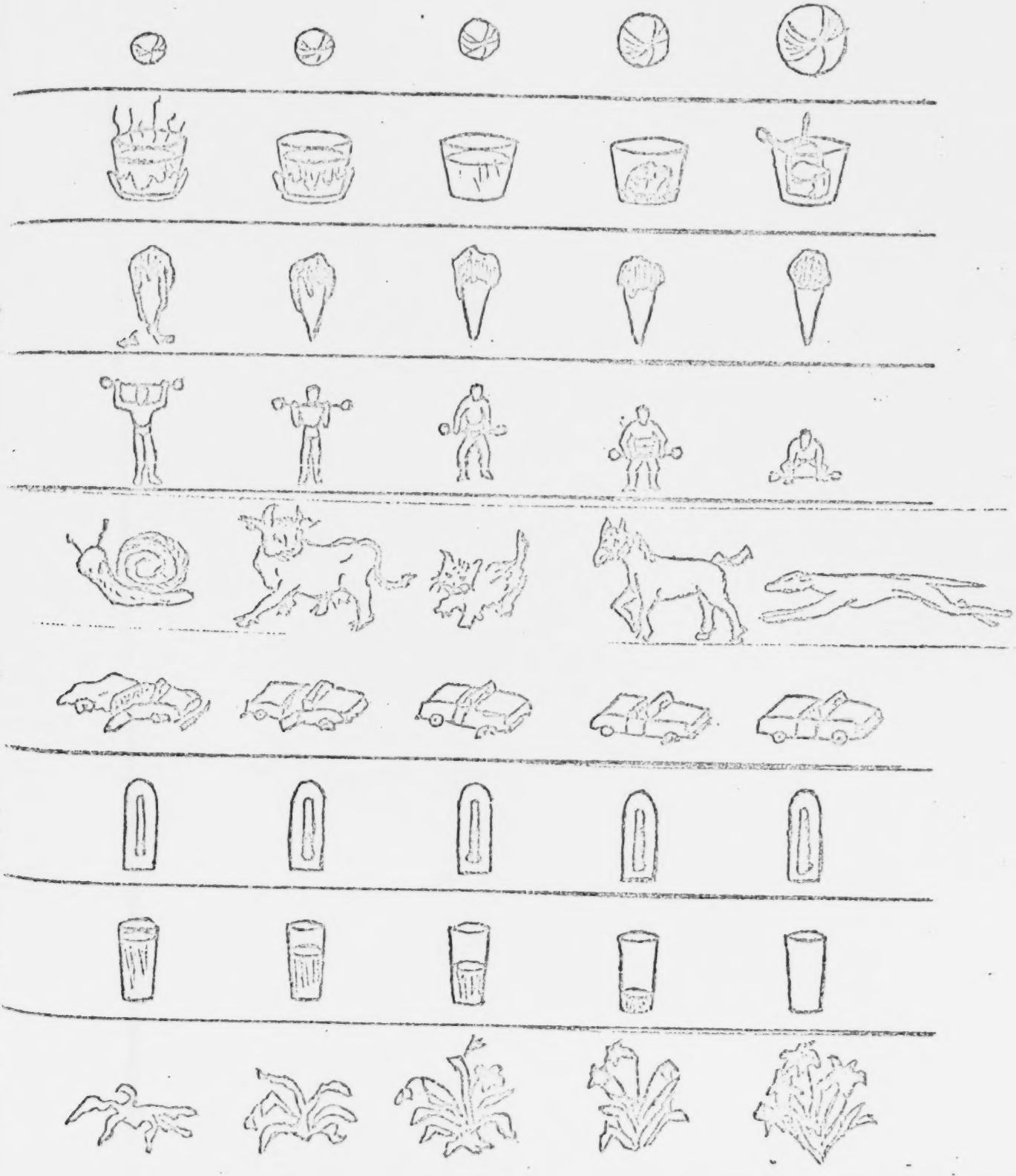
ME WHEN I GROW UP



MY SKIN COLOR



MY BEHAVIOR IN SCHOOL



HOW CHILDREN FEEL ABOUT ME

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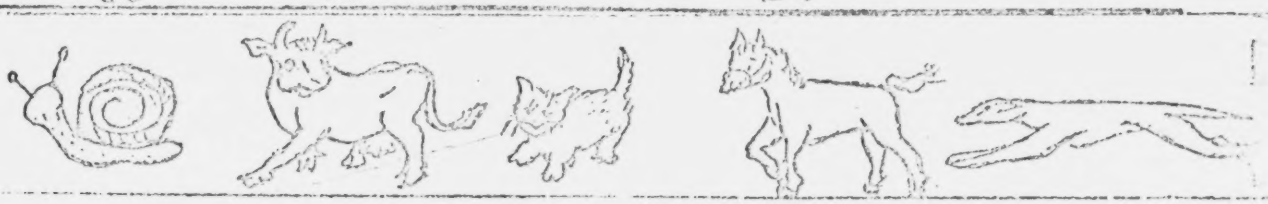
5 

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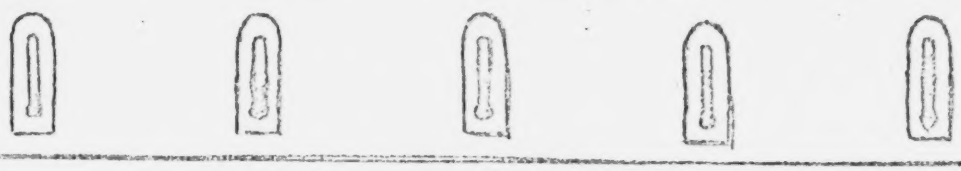
7 

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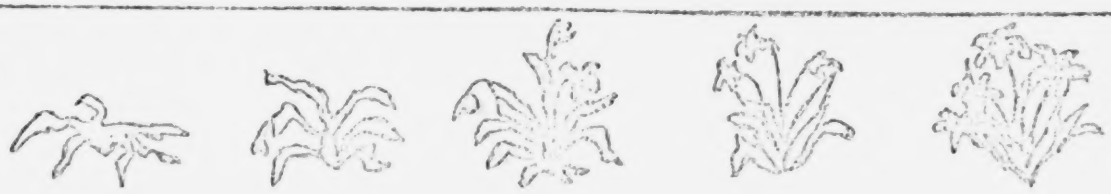
9 

SCHOOL